

## Medium Term Plan

### Year 2 - South America Class - Term 1 2025/26

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	<p>Traditional Tale: <b><u>The Gingerbread Man</u></b> As a speaker, I can retell a traditional tale.</p> <p>Fractured Fairytale: <b><u>The Stinky Cheeseman</u></b> By Jon Scieszka</p> <p>As a writer, I can...</p> <p>*Compose questions. * Create a character description.</p>	<p>Fractured Fairytale: <b><u>The Stinky Cheeseman</u></b> By Jon Scieszka</p> <p>As a writer, I can...</p> <p>*Sequence and retell a story.</p> <p>*Create a diary entry.</p> <p>*Plan and write a new version of a familiar tale.</p>	<p><b><u>The Hodgeheg</u></b> By Dick King-Smith</p> <p>As a writer I can...</p> <p>* Compose Questions.</p> <p>*Describe a setting. * Create a diary entry.</p>	<p><b><u>The Hodgeheg</u></b> By Dick King-Smith</p> <p>As a writer I can...</p> <p>*Use adjectives to describe a character. *Use spoken language to retell stories. *Plan/map out a story As an actor I can take part in role play.</p>	<p><b><u>The Hodgeheg</u></b> By Dick King-Smith</p> <p>As a writer I can...</p> <p>*Write a narrative about the experiences of others. *Write for different purposes; non-chronological report.</p>	<p><b><u>The Hodgeheg</u></b> By Dick King-Smith</p> <p>As a writer I can...</p> <p>*Write for different purposes; instructions.</p>	<p>Traditional Tale: <b><u>Goldilocks and the Three Bears</u></b> As a speaker, I can retell a traditional tale.</p> <p>As a writer, I can plan and write a new version of a familiar tale.</p>
Maths	<p><b>Place value</b></p> <p>Count objects to 100</p> <p>Represent numbers to 100</p> <p>Read and write numbers in numerals and words</p> <p>Recognise place value in 10s and 1s</p>	<p><b>Place value</b></p> <p>Identify, represent and estimate numbers using different representations - including the numberline.</p> <p>Compare and order numbers using &lt; &gt; =</p>	<p><b>Place value</b></p> <p>Use place value to solve problems</p> <p>Count in steps of 2,3,5,10</p>	<p><b>Addition and Subtraction</b></p> <p>Recall and use addition and subtraction facts to 20 fluently</p>	<p><b>Addition and Subtraction</b></p> <p>Derive facts to 100.</p> <p>Add and subtract: 2digit and ones, 2digit and tens, 2 2digit, 3 one digit</p>	<p><b>Addition and Subtraction</b></p> <p>Add a 2-digit number and a 1-digit number crossing ten.</p> <p>Subtract a 1-digit number from a 2-digit number crossing ten.</p>	<p><b>Addition and Subtraction</b></p> <p>Add a 2-digit number and a 1-digit number crossing ten.</p> <p>Subtract a 1-digit number from a 2-digit number crossing ten.</p>

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Science	Living things and their habitats						
	What Examples Can I Find of Living Things, Things That Are No Longer Alive and Things That Have Never Been Alive?	What Examples Can I Find of Living Things, Things That Are No Longer Alive and Things That Have Never Been Alive?	What Microhabitats Can We Find in Our School?	What Microhabitats Can We Find in Our School?	Do Plants Need Particular Habitats Too?	Do Plants Need Particular Habitats Too?	
<b>Kent Agreed Syllabus</b>  Know how to identify whether something is living (can move, feed, grow, reproduce and use their senses). - Know whether something was once alive (was once part of a living thing or a living thing that has died). - Know that some items have never been alive because they have never shown the characteristics of life	Know how to identify whether something is living (can move, feed, grow, reproduce and use their senses). - Know whether something was once alive (was once part of a living thing or a living thing that has died). - Know that some items have never been alive because they have never shown the characteristics of life	Know how to identify whether something is living (can move, feed, grow, reproduce and use their senses). - Know whether something was once alive (was once part of a living thing or a living thing that has died). - Know that some items have never been alive because they have never shown the characteristics of life	Know that a habitat is an environment where an animal lives. It contains all the things that animal needs to survive. - Know that a microhabitat is a small habitat that also contains everything certain animals need to survive. - Know that different microhabitats provide different conditions. - Know that animals need shelter, water and food to survive.	Know that a habitat is an environment where an animal lives. It contains all the things that animal needs to survive. - Know that a microhabitat is a small habitat that also contains everything certain animals need to survive. - Know that different microhabitats provide different conditions. - Know that animals need shelter, water and food to survive.	Know that, just like animals, different plants are suited to different habitats. - Know that habitats provide plants with what they need to survive.	Know that, just like animals, different plants are suited to different habitats. - Know that habitats provide plants with what they need to survive.	
<b>Computing</b>  <b>Kapow</b> Computing systems and networks 1: What is a computer?	<b>To recognise the parts of a computer</b> - I can name the key parts of a computer. - I can explain the purpose of different computer parts. - I can explain that a keyboard contains lots of buttons.	<b>To recognise how technology is controlled.</b> - I can understand that people control technology. - I can understand that technology follows instructions. - I can predict what technology will do.	<b>To recognise technology.</b> - I can suggest what might have a computer inside. - I can explain why I think this. - I can suggest what the technology does.	<b>To create a design for an invention.</b> - I can include an input and output as part of my invention. - I can explain how it works, including how to control it. - I can label my design clearly.	<b>To understand the role of computers.</b> - I can explain where computers are used. - I can suggest what their job is. - I can understand that computers work together.	<b>E-safety: Lesson 1</b> <b>To decide which information is safe to share online.</b> - I can explain what online information is. - I can explain what information is safe to share online.	

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						<ul style="list-style-type: none"> <li>- I can recognise that information shared online stays there forever.</li> <li>- I can identify who to talk to if something is shared that makes me feel sad or worried.</li> </ul>	
<b>RE</b> <b>Creation:</b> <b>Who made the world?</b>	<b>What is the Christian story of creation?</b> Retell the story of creation from Genesis 1:1-2.3 simply. Recognise that 'Creation' is the beginning of the 'big story' of the Bible.	<b>What does the creation story tell Christians about God?</b> What does the story in Genesis tell Christians about God, Creation and the world?	<b>How can Christians thank God?</b> Give at least one example of what Christians do to say thank you to God for the Creation.	<b>Why did God tell people to rest one day a week?</b> Think, talk and ask questions about living in an amazing world.	<b>What might Christians think will make God happy about the world, and what might make God sad?</b> To know that Christians believe God created the universe and that the Earth and everything in it are important to God.	<b>If God is the creator, what rules might He give to look after the world?</b> To know that Christians believe God has a unique relationship with human beings and Humans should care for the world because it belongs to God.	<b>What is the best thing about the world?</b> Artistic response, drawing together all lessons in the unit.
<b>PE 1</b> <b>Team Building</b> (Get Set 4 P.E.)	As a sportsperson, follow instructions and work with others.	As a sportsperson, develop communication skills when working with a partner.	As a sportsperson, co-operate and communicate in a small group to solve challenges.	As a sportsperson, create a plan with a group to solve the challenges.	As a sportsperson, communicate effectively and develop trust.	As a sportsperson, work as a group to solve problems.	As a sportsperson, discuss and plan with a partner and small group to solve problems.
<b>PE 2</b>	Taught by specialist teacher						
<b>PHSCE</b> <b>Being Me in My World</b> (Jigsaw)	Class charter/ Class rules	Hopes and fears for the year	Rights and responsibilities	Rewards and consequences	Safe and fair learning environment	Valuing contributions	Choices
<b>History</b> <b>How was school</b>	<b>Were schools different in the past?</b> To find out how schools have changed over time. - I can correctly place four photographs on a timeline.		<b>How have schools changed within living memory?</b> To investigate what school was like in the past. - I can ask questions about the past. - I can suggest ways to find out about the past.		<b>How were schools different in the 1900s?</b> To investigate what schools were like in the 1900s. - I can explain what 'beyond living memory' means.		

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<b>different in the past? (Kapow)</b>	<ul style="list-style-type: none"><li>- I can recognise similarities and differences between schools.</li><li>- I know that schools change over time.</li></ul>	<ul style="list-style-type: none"><li>- I can compare schools in the past with schools today.</li></ul>	<ul style="list-style-type: none"><li>- I can make some inferences from historical information.</li><li>- I know how we can find out about schools in the past.</li></ul>	
<b>Geography</b>  <b>Oceans and continents (Oddizzi)</b>	<b>Where in the world am I?</b> Understand where I am in the world. -I can locate where I live in the world.	<b>Where are the world's continents?</b> Locate the seven continents on a map. <ul style="list-style-type: none"><li>- I can name the seven continents.</li><li>- I can locate the seven continents on a map.</li></ul>	<b>Where are the world's oceans?</b> Locate the oceans that link the continents on a map. <ul style="list-style-type: none"><li>- I can name the five oceans.</li><li>- I can locate the five oceans on a map.</li></ul>	
<b>Art</b>	<b>Taught by specialist teacher</b>			
<b>Music</b>	<b>Taught by specialist teacher</b>			
<b>DT</b> <b>**</b>	<b>Structures: Design and make a stable chair for baby bear</b>			
	Identify natural and man-made structures.  Understand what is meant by stability and identify when a structure is more or less stable than another.	Explore strength in different structures.  Understand that the shape of the structure affects its strength.	Make a structure (a chair for baby bear) according to design criteria.	Produce a finished structure.  Evaluate the strength, stiffness and stability of the structure (baby bear's chair).

\*Geography and history units are taught over 2 terms - lessons alternate weekly.

\*\*The four Design and Technology sessions will be taught during Term 1 but not on a weekly basis. For example, two morning or two afternoon sessions might be blocked at the teacher's discretion.

History to cover next term:

**How have schools changed?**

To compare a modern classroom with a classroom 100 years ago.

- I can recognise features of modern classrooms.

- I can recognise features of classrooms 100 years ago.

- I can think of similarities and differences between classrooms now and in the past.

**What is similar and different about schools now and in the past?**

To compare three periods of time.

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- I can find two differences for each period of time.
- I can find two similarities for each period of time.
- I can compare schools today with schools from two periods of time.

### **Would you prefer to have gone to school in the past?**

To express a personal response to history.

- I can order objects on a timeline.
- I can explain whether I would have preferred to go to school in the past or not.
- I can use facts that I have learnt about schools in the past to make a decision.

### **Remembrance: What can we learn from a soldier's story?**

To explore what happened to Walter Tull using photographs.

- I can make simple observations using photographs from the past.
- I understand the difference between a fact and opinion.
- I can ask questions about Walter Tull.

### Geography to cover next term:

#### **How can I show the continents and oceans on a map?**

Describe where different continents are located.

- I can name the seven continents.
- I can locate the seven continents on a map.

#### **What are the main features of each continent?**

Spot the physical and human features of a continent.

- I can identify the physical features of a continent.
- I can identify the human features of a continent.

#### **What is special about each continent?**

Share my understanding of a continent.

- I can share a fact about each of the continents.